



## Duncan Chapel Elementary

210 Duncan Chapel Road  
Greenville, South Carolina

<b>Grades</b>	K-5 Elementary School	
<b>Enrollment</b>	651 Students	
<b>Principal</b>	Regenia McClain	864-355-2700
<b>Superintendent</b>	Dr. Phinnize J. Fisher	864-355-8860
<b>Board Chair</b>	Megan Hickerson	864-288-8363

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	At-Risk
2005	Good	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

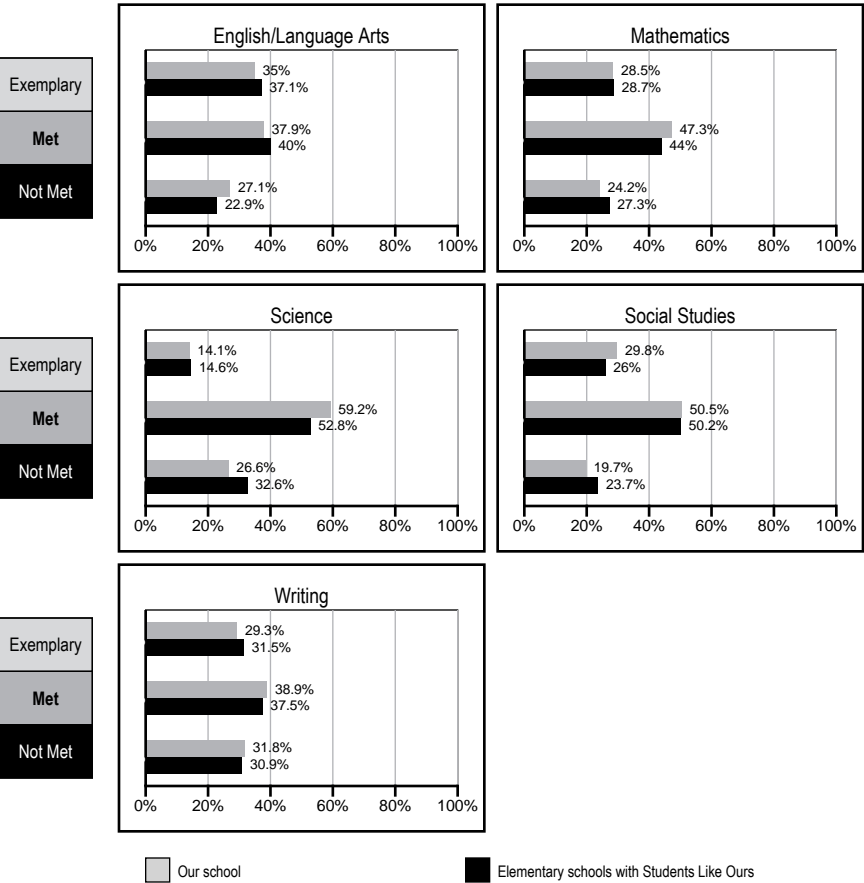
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 95%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
3	25	80	4	0

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=651)</b>				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.5%	Down from 1.5%	2.0%	1.9%
Attendance rate	96.6%	Up from 96.5%	96.2%	96.3%
Eligible for gifted and talented	10.1%	Up from 9.7%	10.2%	10.0%
With disabilities other than speech	9.9%	Down from 10.0%	9.5%	7.7%
Older than usual for grade	0.2%	No Change	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=45)</b>				
Teachers with advanced degrees	55.6%	Up from 51.2%	60.5%	59.4%
Continuing contract teachers	64.4%	Down from 81.4%	84.0%	80.0%
Teachers with emergency or provisional certificates	2.9%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	85.5%	Up from 82.9%	88.3%	85.9%
Teacher attendance rate	95.7%	Down from 97.0%	95.1%	95.1%
Average teacher salary*	\$44,991	Down 0.7%	\$47,487	\$47,149
Professional development days/teacher	8.2 days	Down from 11.9 days	11.7 days	11.1 days
<b>School</b>				
Principal's years at school	12.0	Up from 11.0	4.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Down from 19.5 to 1	19.1 to 1	18.8 to 1
Prime instructional time	92.0%	Up from 91.1%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,178	Up 5.5%	\$7,409	\$7,458
Percent of expenditures for instruction**	67.9%	Down from 69.1%	67.9%	68.8%
Percent of expenditures for teacher salaries**	65.6%	Up from 65.0%	61.7%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

Duncan Chapel's state of the art facility provides increased opportunities for students to integrate technology, the arts, and literature into stimulating learning experiences. We maintained an All Clear accreditation by the Southern Association of Colleges and Schools and the State Department of Education. The many strengths of the school include strong instructional leadership, a fully-certified staff, a sequentially organized curriculum, a strong PTA, a parent volunteer program (over 40,000 hours), 39 years of 100% PTA membership, and a supportive community partnership. Our Title I status for 2008-09 provided additional technology and instructional support for our school.

School-Wide accomplishments include: Red Carpet Award from the State Department of Education, implementation of Baldrige model for Quality Students, recognition as a 2009 Safe Kids School by the Greenville Children's Hospital, and Alliance Grants.

Our school leadership/portfolio team developed goals, objectives, and strategies for our students for 2009-10. Two goals were selected as the highest priority for improvement in 2009-10 based on test scores and surveys. Two desired results for student learning are to develop tasks to close gaps in achievement and to improve public understanding and support that nurture parental, community, and volunteer involvement.

Regenia McClain, Principal  
 Erica McCleskey, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	43	76	57
Percent satisfied with learning environment	90.7%	92.1%	90.9%
Percent satisfied with social and physical environment	95.2%	94.7%	92.7%
Percent satisfied with school-home relations	83.7%	94.7%	87.5%

\* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress

NO

This school met 28 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.8%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	2.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.6%	94.0%*	Yes

\* Or greater than last year

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	297	100	27.1	37.9	35	82.3	84	82.8	Yes	Yes
<b>Gender</b>										
Male	147	100	35.1	35.8	29.1	79.1	80.8	79.3	N/A	N/A
Female	150	100	19.6	39.9	40.6	85.3	87.4	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	137	100	19.7	35.8	44.5	88.3	89.5	89.5	Yes	Yes
African American	70	100	35.6	35.6	28.8	78	72.7	73.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	93	92.3	I/S	I/S
Hispanic	78	100	38	43.7	18.3	71.8	74.8	76.5	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	91.2	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	49	100	68.2	27.3	4.5	47.7	52.5	52	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	74	100	36.4	45.5	18.2	74.2	74.5	75.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	187	100	32.7	43.5	23.8	76.8	74.4	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	297	100	24.2	47.3	28.5	86.6	80.9	78.9	Yes	Yes
<b>Gender</b>										
Male	147	100	24.6	47	28.4	85.8	79.6	77	N/A	N/A
Female	150	100	23.8	47.6	28.7	87.4	82.2	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	137	100	14.6	49.6	35.8	92	87	87.2	Yes	Yes
African American	70	100	33.9	49.2	16.9	81.4	66.3	66.7	Yes	Yes
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	94.3	93	I/S	I/S
Hispanic	78	100	35.2	42.3	22.5	80.3	75.3	76	Yes	Yes
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	86.8	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	49	100	45.5	47.7	6.8	72.7	48.1	45.5	Yes	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	74	100	37.9	37.9	24.2	80.3	76.2	76.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	187	100	31	47.6	21.4	83.3	70.5	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	198	99.5	27.4	58.6	14	72.6	71.3	67.5
Gender								
Male	102	99	25.8	59.1	15.1	74.2	70.8	67
Female	96	100	29	58.1	12.9	71	71.8	68
Racial/Ethnic Group								
White	94	100	12.8	66	21.3	87.2	79.5	79.5
African American	47	100	41	56.4	2.6	59	53	50.3
Asian/Pacific Islander	5	I/S	I/S	I/S	I/S	I/S	86.9	84.3
Hispanic	48	97.9	47.7	47.7	4.5	52.3	61.1	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	88.4	71.2
Disability Status								
Disabled	31	100	44.8	48.3	6.9	55.2	39.1	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	46	97.8	50	42.9	7.1	50	60.4	59.6
Socio-Economic Status								
Subsided meals	127	99.2	37.9	53.4	8.6	62.1	57.5	55.1

Social Studies

All Students	200	99.5	19.7	50.5	29.8	80.3	75.7	72.3
Gender								
Male	93	100	18.6	46.5	34.9	81.4	75.1	71.5
Female	107	99.1	20.6	53.9	25.5	79.4	76.3	73.2
Racial/Ethnic Group								
White	94	100	12.8	51.1	36.2	87.2	81.7	80.7
African American	45	100	24.3	56.8	18.9	75.7	61.5	60
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	88	88.5
Hispanic	53	98.1	32	48	20	68	69	68
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	78	72.2
Disability Status								
Disabled	33	100	32.1	60.7	7.1	67.9	47.5	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	49	98	30.4	45.7	23.9	69.6	69	67.9
Socio-Economic Status								
Subsided meals	123	99.2	25.9	53.6	20.5	74.1	63.9	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	293	99.3	31.3	39.2	29.5	68.7	72.9	70.2	96.6	96.5
Gender										
Male	143	98.6	38.6	40.9	20.5	61.4	66.4	63.2	96.5	96.4
Female	150	100	24.7	37.7	37.7	75.3	79.7	77.5	96.6	96.5
Racial/Ethnic Group										
White	139	99.3	24.8	38.7	36.5	75.2	80.5	79.1	96.3	96.3
African American	67	100	37.7	41	21.3	62.3	57.1	57.6	96	96.5
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	87.3	86.2	97.3	97.6
Hispanic	75	98.7	40	40	20	60	61.3	62.6	97.3	96.9
American Indian/Alaskan	2	I/S	I/S	I/S	I/S	I/S	71.8	68.7	97.8	95.2
Disability Status										
Disabled	50	100	71.7	21.7	6.5	28.3	28.4	26.1	96.1	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	54.7	N/A	92.4
English Proficiency										
Limited English Proficient	71	98.6	40	40	20	60	60.5	61.2	97.3	97.2
Socio-Economic Status										
Subsidized meals	183	99.5	39.6	37.9	22.5	60.4	58.8	58.9	96.4	95.8

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	106	100	29.6	26.5	43.9	70.4
	4	101	100	25.5	43.6	30.9	74.5
	5	90	100	25.9	44.7	29.4	74.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	106	100	28.6	34.7	36.7	71.4
	4	101	100	19.1	46.8	34	80.9
	5	90	100	24.7	62.4	12.9	75.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	53	100	44	44	12	56
	4	101	100	18.9	62.1	18.9	81.1
	5	44	97.7	26.8	68.3	4.9	73.2
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	53	100	12.2	40.8	46.9	87.8
	4	101	100	20	55.8	24.2	80
	5	46	97.8	27.3	50	22.7	72.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	103	100	36.4	30.3	33.3	63.6
	4	101	100	30.2	47.9	21.9	69.8
	5	89	97.8	26.5	39.8	33.7	73.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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